

# Show What You Know and Earn College-Level Credit

## Regents College Examination Content Guide

### Reading Instruction in the Elementary School

#### General Description of the Examination

The Regents College Examination in Reading Instruction in the Elementary School measures knowledge and understanding of material typically taught in a two-semester sequence of courses in elementary school reading instruction (or a one-semester course carrying up to six semester hours of credit). The content of the examination is drawn from that commonly included in courses with titles such as Reading in the Elementary School, Teaching of Reading in the Elementary School, Methods of Teaching Reading, and Reading and Language Arts. The examination assumes a knowledge of content that would be included in such lower-level education courses as Foundations of Education, Educational Psychology, Orientation to Teaching, and Instructional Planning. A knowledge of child development, some learning theory, and instructional planning and implementation, as well as practicum experience, would be helpful in learning the content of the examination.

The examination tests for a knowledge and understanding of the fundamental concepts and principles guiding elementary school reading instruction; for the ability to apply, synthesize, and evaluate information; and for the ability to read critically.

**When You're Ready, We're Here For You.**

**REGENTS  
COLLEGE  
EXAMINATIONS**

Use this guide if you are planning to test no later than September 30, 2001.

If you are planning to test on or after October 1, 2001, you should also obtain the revised version of this guide which will be available in late summer 2001. You may access the revised version online at our Web site or request a printed copy by contacting the College.

## Uses for the Examination

Regents College, the test developer, recommends granting six (6) semester hours of upper-level undergraduate credit to students who receive a score equivalent to a letter grade of C or higher on this examination. This recommendation is endorsed by the American Council on Education. Other colleges and universities also recognize this examination as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score. Before taking the examination, you should check with the institution from which you wish to receive credit to determine

whether credit will be granted and/or to find out the minimum grade required for credit.

Applicants for elementary school teacher certification in New York State who have not completed an approved elementary teacher education program are required to show evidence of having completed six semester hours of study in the teaching of reading. One of the ways this requirement can be met is by successful completion of the Regents College Examination in Reading Instruction in the Elementary School.

## Examination Length and Scoring

The examination consists of approximately 120 four-option multiple-choice questions, some of which are unscored, experimental questions. You will have three (3) hours to complete the examination. Since you will not be able to tell which questions

are experimental, you should do your best on all of them. Letter grade recommendations are based on expected performance of college students of comparable ability on the group of questions administered. Your score will be reported as a letter grade.

## Examination Administration

The examination is administered by computer at Sylvan Technology Centers® throughout the United States and in Canada, American Samoa, Guam, Puerto Rico, Saipan (Northern Mariana Islands), and the Virgin Islands. The examination is also administered at approved international testing centers. To receive information concerning testing dates, locations, and fees, contact Regents College.

Test Administration  
Regents College  
7 Columbia Circle  
Albany, New York 12203-5159

Phone: (518) 464-8500  
Toll Free: 888-RCEXams (888-723-9267)  
Fax: (518) 464-8777  
Internet: [testadmn@regents.edu](mailto:testadmn@regents.edu)  
TDD: (518) 464-8501

## Computer-Delivered Testing

If you are testing at a Sylvan Technology Center®, your examination will be delivered by computer. You will enter your answers on the computer using either the keyboard or the mouse.

The system used for our computer-delivered testing is designed to be as user-friendly as possible, even for those with little or no computer experience. Instructions provided on-screen are similar to those you would receive in a paper examination booklet. In addition, before the timed portion of your examination begins, you may choose to complete a tutorial that orients you to the

computer testing environment and gives you the opportunity to try each feature before using it in questions that will be scored. You will be instructed in how to use the mouse, the keyboard, and different parts of the screen. We encourage you to take advantage of this tutorial. If you have access to the World Wide Web, you can view the screens that you will see in the tutorial, or actually download a copy of a similar tutorial to practice with, from the Regents College Web site ([www.regents.edu](http://www.regents.edu)).

## Third-Party Services

Regents College is a nonprofit educational service organization, and has no affiliation with, nor does it endorse or recommend, any profit-making education counseling centers. Initial counseling and advising for college degrees is usually provided **FREE** by degree-

granting institutions. Students wishing to demonstrate college-level learning by taking Regents College Examinations can receive their **FREE** copies of the appropriate content guides by requesting them from Regents College.

# Content Outline

*The major content areas on the examination and the percent of the examination devoted to each content area are listed below.*

CONTENT AREA	PERCENT OF THE EXAMINATION
I. Theoretical Framework: Reading and Writing as Learning Processes	15%
II. Emergent Literacy	10%
III. Identifying and Understanding Words	10%
IV. Constructing Meaning: Comprehension and Response	20%
V. Teaching and Learning Practices	20%
VI. The Teacher as Decision Maker: Planning and Implementing a Classroom Literacy Program	15%
VII. Assessment and Evaluation	10%
Total	100%

## **I. Theoretical Framework: Reading and Writing as Learning Processes (15%)**

- A. Constructivism, social constructivism, and literacy learning
- B. Response-based theories of literacy
- C. Schema theory
- D. Theories of language acquisition — relations among semantic, syntactic, and morphophonemic systems
- E. Theories of written language acquisition (for example: print awareness, concepts about print, scribbling, invented spellings, symbolic and pictorial representations)
- F. Theories of reading
  - 1. Subskill theories (bottom-up, part-to-whole, text-based, behavioral)
  - 2. Holistic theories (top-down, whole-to-part, reader-based, psycholinguistic)
- G. Interactive theories
- H. Transactional (transactive) theories
- I. Interrelationships among the language arts (reading, writing, listening, speaking) and literacy development
- J. Language and cultural considerations (for example: dialect, second language, developmental variations)
- K. The role of literature in learning to read and reading to learn

## **II. Emergent Literacy (10%)**

- A. Language acquisition (for example: developmental patterns, functions of language, print awareness, scribbling, invented or temporary spellings)
- B. Concepts about print (for example: directionality, spacing, the reading-writing connection)

- C. Sound-symbol concepts (for example: phonemic awareness, alphabetic principle)
- D. Experiences with language (for example: lap reading, storytelling, print-rich environment, predictable books, shared book experiences, guided reading, interactive reading)
- E. Social, affective, cognitive, and linguistic aspects of literacy
- F. Assessment strategies and issues

### **III. Identifying and Understanding Words (10%)**

---

- A. Cuing systems
  - 1. Graphic cues (including sight vocabulary and phonics generalizations and definitions)
  - 2. Syntactic cues (for example: contextual analysis, intratext redundancies, signal words)
  - 3. Semantic cues (including structural [morphemic] analysis and contextual analysis)
- B. Monitoring strategies (for example: "Read to the end," "Reread," "Does it make sense?")
- C. Instructional activities for fostering the knowledge and use of cuing systems (for example: word walls, word banks, word sorts, onsets and rimes, cloze procedure)
- D. Strategies for developing fluency (for example: choral reading, repeated reading, assisted reading)
- E. Assessment strategies and issues

### **IV. Constructing Meaning: Comprehension and Response (20%)**

---

- A. Elements within the *reader/writer* that influence comprehension
  - 1. Prior knowledge
  - 2. Motivation, attitude, interest
  - 3. Cognition
  - 4. Metacognition
  - 5. Reader response and stance
- B. Elements within the *text* that influence comprehension
  - 1. Text structure (narrative and expository)
  - 2. Genre (for example: poetry, fiction, nonfiction)
  - 3. Language (for example: vocabulary, concepts, dialect, imagery)
  - 4. Text difficulty (for example: predictability, sentence/passage length, topic)
  - 5. Text format/features (for example: title, table of contents, graphics, illustrations)
- C. Elements of the *context* that influence comprehension
  - 1. Classroom (management, atmosphere, physical environment, materials)
  - 2. Purpose (inquiry-based, efferent/aesthetic, teacher-centered, student-centered)
  - 3. Instructional frameworks (facilitating, modeling, scaffolding, guiding, questioning)
- D. Assessment strategies and issues

## **V. Teaching and Learning Practices (20%)**

---

### **A. Approaches to literacy instruction**

1. Basal reader programs
2. Language experience approach (LEA)
3. Phonics approaches — explicit (synthetic) and implicit (analytic)
4. Literature-based approaches
  - a. Individualized or self-selected reading
  - b. Literature discussion groups (for example: literature circles, book clubs, response groups)
  - c. Integrated approaches (for example: whole language, thematic units)
5. Other approaches

### **B. Instructional strategies for constructing meaning**

1. Prereading strategies (for example: predicting, sampling)
2. During-reading strategies (for example: monitoring, self-questioning)
3. Postreading strategies (for example: review, retelling, summarizing)
4. Questioning
5. Directed reading activity (DRA) and directed reading-thinking activity (DRTA)
6. Shared book experiences
7. Graphic organizers (for example: semantic mapping and webbing, story maps, think sheets, story frames)
8. Organizational tools (for example: SQ3R, QAR, K-W-L)

### **C. Developing vocabulary**

1. Vocabulary acquisition
2. Interconnections between vocabulary and comprehension
3. Instructional components
  - a. Direct vocabulary instruction (criteria for selection, semantic features analysis, word sorts, word maps)
  - b. Contextualized (wide reading, life experiences, discussions)
4. Assessment strategies and issues

### **D. Writing**

1. Developmental patterns of writing
2. Reading-writing connections
3. Writing as process (for example: drafting, editing, publishing)
4. Classroom environment (for example: centers, sharing space)
5. Activities (for example: journals, writer's workshop, author's chair, technology)
6. Spelling, punctuation, grammar issues
7. Social nature of writing (audience, voice, response)
8. Assessment strategies and issues

## **VI. The Teacher as Decision Maker: Planning and Implementing a Classroom Literacy Program (15%)**

---

### **A. Classroom organization and management**

1. Grouping (for example: heterogeneous grouping, cooperative learning, peer tutoring)
2. Learning centers
3. Reading and writing areas (including a library)

4. Planning (for example: scheduling, grouping, learning sequences)
5. Time management (for example: instruction, interacting with students)

**B. Instructional planning**

1. Teaching reading strategies (processes)
2. Teaching content of reading selection (product)
3. Fostering responses to reading
4. Themes, units, lessons
5. Meeting the needs of diverse learners

**C. Responding to all learners (for example: culturally and linguistically diverse students, students with special needs)**

1. Intervention programs
2. Collaboration with specialists (for example: special education teachers, bilingual/ESL teachers)

**D. Evaluating and selecting instructional resources**

1. Literature (for example: picture books, chapter books)
2. Textbooks
3. Teacher-made materials
4. Technology
5. Other media (for example: newspapers, commercial materials, kits, games, multimedia materials)

**E. Home/school/community collaboration**

## **VII. Assessment and Evaluation (10%)**

**A. Principles to guide assessment**

**B. Observation and assessment tools**

1. Observation of child's behavior in a variety of settings (kidwatching, anecdotal record)
2. Reading miscue analysis/running record
3. Informal reading inventory (IRI)
4. Interviews, interest inventories, and learning styles
5. Portfolio assessment
6. Norm-referenced, standardized achievement tests
7. Benchmarks and rubrics

**C. Assessment issues (for example: formal and informal assessment, authentic vs. standardized measures, national standards)**

## Sample Questions

The questions that follow illustrate those typically found on this examination. These sample questions are included to familiarize you with the type of questions you will find on the examination. The answers can be found on the inside back cover of this guide.

1. Which best defines schema?
  - 1) a strategy to teach comprehension
  - 2) a modeling process used by teachers
  - 3) a method of organizing a classroom assessment program
  - 4) a framework of acquired knowledge drawn from life experiences
2. What is the value of understanding the stages of invented spelling?  
Teachers are able to
  - 1) assess children's emerging literacy development.
  - 2) participate in literacy-related classroom research.
  - 3) become participants in current instructional trends.
  - 4) focus on patterned word recognition instruction.
3. When should students who are learning English as a second language be introduced to reading and writing?
  - 1) as soon as they enter the classroom situation
  - 2) as soon as they have a survival vocabulary
  - 3) only after they have listening and speaking proficiency
  - 4) only after they have developed a 200–300 word listening/speaking vocabulary
4. According to research, how would an emergent writer be likely to first write the word "clock"?
  - 1) clk
  - 2) cluk
  - 3) coc
  - 4) cok
5. Which best defines directionality?
  - 1) ability to follow instructions
  - 2) left-right, top-bottom orientation
  - 3) distinguishing lowercase letters
  - 4) auditory sequencing
6. How are phonic generalizations useful for children learning to read?
  - 1) They guide students in the use of the dictionary.
  - 2) They provide students with tools to approximate the pronunciation of a new word.
  - 3) They demonstrate to students the regularity of phoneme-grapheme correspondences.
  - 4) Learning phonic generalizations enhances memory skills.
7. What can a teacher determine by using retellings with beginning readers?  
The beginning readers'
  - 1) ability to decode unknown words
  - 2) progress in learning to construct meaning
  - 3) ability to break words into phonemes
  - 4) frequency of self-correction of miscues
8. A student reads the text, "The troll huddled beneath the bridge waiting for his next meal." The student sees the word *huddled* and says *jumped*. This miscue represents a reliance on which cuing system?
  - 1) graphic
  - 2) orthographic
  - 3) phonic
  - 4) syntactic

9. Which word illustrates the soft sound of c?

- 1) centimeter
- 2) chair
- 3) considerate
- 4) match

10. Why is semantic mapping an effective strategy to activate and develop prior knowledge?

It helps students to

- 1) improve word recognition.
- 2) become independent readers.
- 3) visualize conceptual relationships.
- 4) learn the dictionary definition of words.

11. Which teaching practice would best help students to develop their vocabulary and improve their reading comprehension?

The teacher

- 1) places emphasis on the use of the dictionary.
- 2) places stress on memorizing new vocabulary terms.
- 3) has students write new vocabulary terms in their notebooks.
- 4) works with students on using their prior knowledge.

12. Which best describes metacognitive ability?

The ability of students to

- 1) identify stated and implied main ideas
- 2) think clearly in order to interpret an author's message
- 3) be aware of and control their own thinking during reading and writing
- 4) interpret an author's message based on their individual background and experiences

13. Which teacher behavior models a strategy for comprehension?

The teacher

- 1) posts a list of strategies.
- 2) pauses after each sentence.
- 3) spells new words aloud.
- 4) thinks aloud after sentences are read.

14. Which best defines aesthetic reading?

Aesthetic reading refers to reading

- 1) a story to understand its narrative structure.
- 2) a text for discussion in small groups.
- 3) to monitor one's comprehension strategies.
- 4) a text to experience, think, and feel during the reading.

15. Which best defines genre?

- 1) classifications of stories by authors
- 2) descriptions of actions by writers
- 3) different types and categories of literature
- 4) children's literature organized by time period

16. Which statement best describes the language experience approach?

- 1) Students are given regular, fixed time periods for silently reading self-selected materials.
- 2) Students retell what they have read to their teacher or to their peers either orally or in writing.
- 3) Students practice reading from a script and then share their oral interpretations with selected audiences.
- 4) Students' personal stories are recorded and used for reading material.

17. According to Theodore Clymer, how should phonic generalizations be taught?

Teachers should

- 1) teach large numbers of phonic generalizations.
- 2) teach a limited number of carefully selected phonic generalizations.
- 3) teach phonic generalizations at all grade levels.
- 4) encourage students to point out exceptions to phonic generalizations.



18. What is a literature circle?

- 1) a group of students discussing a piece of literature
- 2) students performing a work of literature from beginning to end
- 3) a class creating a semantic web prior to reading a piece of literature
- 4) a class reading and retelling a chapter of a book

19. Which strategy would provide students with the opportunity to access background knowledge, generate questions before reading, take notes and summarize, and prepare for response to the reading?

- 1) cloze procedure
- 2) K-W-L
- 3) retelling
- 4) story grammar

20. Which is a strategy for understanding word elements?

- 1) phonetic analysis
- 2) semantic mapping
- 3) structural analysis
- 4) syntactic analysis

21. As students in the third grade read, the teacher wants them to engage in a writing activity to help them construct their own meanings, reflect and ask questions, and develop fluency and confidence in their writing. Which writing activity would best serve this purpose?

- 1) diary
- 2) free writing
- 3) learning log
- 4) response journal

22. Which guideline should the teacher consider when planning independent reading and writing?

- 1) Wait until children demonstrate an ability to work independently before beginning the program.
- 2) Wait until children gain proficiency in reading and writing before beginning the program.
- 3) Require students to share their work on a regular basis.
- 4) Have designated periods of time for independent reading and writing.

23. Which is the most important characteristic of guided reading?

- 1) Each student silently skims the text before beginning oral reading.
- 2) Students who have read the same book get together to discuss their reactions to the book.
- 3) The teacher questions, prompts, or helps students to formulate questions before silent reading.
- 4) The teacher masks and frames a particular word or a part of a word during repeated readings of a book.

24. Which is an advantage of using curriculum integration?

- 1) It follows the linear nature of oral and written language development.
- 2) It allows for breadth rather than depth in learning.
- 3) It fosters the learning of related concepts.
- 4) It encourages more knowledge acquisition due to extended time for activities.

25. A first-grade teacher plans to teach a lesson that would introduce children to the four seasons of the year. Which book would best serve this purpose?

- 1) *In the Small, Small Pond*, by Denise Fleming
- 2) *Owl Moon*, by Jane Yolen
- 3) *Smokey Night*, by Eve Bunting
- 4) *Tar Beach*, by Faith Ringgold

26. A teacher is designing a thematic unit that focuses on helping students understand and explore the complexities of racism and prejudice. Which book would best serve this purpose?
- 1) *Dear Mr. Henshaw*, by Beverly Cleary
  - 2) *The Girl Who Loved Wild Horses*, by Paul Goble
  - 3) *The Giver*, by Lois Lowry
  - 4) *Maniac Magee*, by Jerry Spinelli
27. Which method would be best to use to gain information about a student's oral reading level?
- 1) conference
  - 2) running record
  - 3) literature discussion
  - 4) standardized test
28. What does an informal reading inventory (IRI) contain?
- 1) a number of statements that students respond to during interviews
  - 2) a series of text passages organized in increasing difficulty
  - 3) a sampling of students' work over a period of time
  - 4) a series of checklists to assess language qualities and traits
29. Which assessment tool compares the reading abilities of students with other students across the country?
- 1) informal assessment
  - 2) norm-referenced assessment
  - 3) portfolio assessment
  - 4) teacher-made assessment
30. Which technique is typically associated with authentic assessment?
- 1) cloze procedure
  - 2) informal reading inventory (IRI)
  - 3) portfolio
  - 4) standardized test

## Study Materials

The study materials listed below are recommended by the examination development committee as the most appropriate resources to help you study for the examination. Note that the *Book of Readings*, a collection of documents assembled especially for this examination, is available only through the Regents College Bookstore.

The Regents College Bookstore stocks the current editions of selected textbooks for all examinations. In some cases, current editions will be more recent than those listed in this guide. The Bookstore also offers resources in areas such as study strategies, personal planning, and stress reduction. See the separate flyer for further information about purchasing textbooks or other resources through the Bookstore.

You may also find resource materials in college libraries. Public libraries may have some of the resource materials or may be able to obtain them through an interlibrary loan program.

You should allow sufficient time to obtain resources and to study before taking the examination.

### Electronic Peer Network

Enrolled Regents College students are eligible to join the Regents College Electronic Peer Network (EPN). The EPN is a Web-based environment that enables Regents College students to interact academically and socially. As an EPN member, you will be able to locate a study partner, join an online study group for your exam, chat in real-time with other students, and access other resources that may be helpful to students preparing for Regents College Examinations. Enrolled students can join the EPN by visiting the Regents College home page and clicking on Electronic Peer Network.

### Online Study Services

Regents College online study services provide enrolled and prospective students with access to subject matter experts. These services are available on a fee-for-service basis and currently assist students with writing and statistics. Please email requests for more information about these services to the appropriate address: rcwrite@regents.edu or rcstats@regents.edu or call Learning Services at 888-647-2388 (press 1-4-4 at the greeting). You may email suggestions for new online study services to rlearn@regents.edu.

### Virtual Library

The Regents College Virtual Library (RCVL) is an online library designed for distance learners. The RCVL (<http://www.library.regents.edu>) provides access to a variety of resources such as journal articles, books, Web sites, databases, and reference services. These resources can help you prepare for Regents College Examinations. While some library services are restricted to enrolled students, many are not. To access the RCVL, visit the Regents College home page.

## Recommended Resources

The examination development committee recommends that you use the resources listed below to prepare for the examination:

### Textbooks

Cooper, J. (1997). *Literacy: Helping children construct meaning* (3rd ed.). Boston: Houghton Mifflin.

Regents College. (1998). *Reading instruction in the elementary school: A book of readings*. Acton, MA: Copley.

Reutzel, D.R., & Cooter, R. (1996). *Teaching children to read: From basals to books* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

## Children's Literature

The award-winning books listed below are available in public libraries and local bookstores. You will need to be familiar with all of these books. The examination will test your ability to use these books in elementary reading instruction.

### Newbery Award Books

- 1971 *Summer of the Swans*, by Betsy Byers
- 1977 *Roll of Thunder, Hear My Cry*, by Mildred D. Taylor
- 1978 *Bridge to Terabithia*, by Katherine Paterson
- 1984 *Dear Mr. Henshaw*, by Beverly Cleary
- 1988 *Lincoln: A Photobiography*, by Russell Freedman
- 1990 *Number the Stars*, by Lois Lowry
- 1991 *Maniac Magee*, by Jerry Spinelli
- 1993 *Missing May*, by Cynthia Rylant
- 1994 *The Giver*, by Lois Lowry
- 1995 *Walk Two Moons*, by Sharon Creech

### Caldecott Award Books and Honor Books

- 1971 *Frog and Toad Are Friends*, by Arnold Lobel
- 1978 *Castle*, by David Macaulay (Honor Book)
- 1979 *The Girl Who Loved Wild Horses*, by Paul Goble  
*Freight Train*, by Donald Crew (Honor Book)
- 1982 *Jumanji*, by Chris Van Allsburg
- 1983 *When I Was Young in the Mountains*, by Cynthia Rylant, illus. Diane Goode (Honor Book)
- 1988 *Owl Moon*, by Jane Yolen, illus. John Schoenherr  
*Mufaro's Beautiful Daughters*, retold by John Steptoe (Honor Book)
- 1989 *Song and Dance Man*, by Karen Ackerman, illus. Stephen Gammell
- 1990 *Lon Po Po: A Red-Riding Hood Story from China*, trans. and illus. Ed Young
- 1992 *Tar Beach*, by Faith Ringgold (Honor Book)
- 1993 *Mirette on the High Wire*, by Emily A. McCully
- 1994 *Grandfather's Journey*, by Allen Say  
*Peppe, the Lamplighter*, by Elisa Bartone, illus. Ted Lewin (Honor Book)  
*In the Small, Small Pond*, by Denise Fleming (Honor Book)
- 1995 *Smokey Night*, by Eve Bunting, illus. David Diaz

## Other Resource

For enrichment and continued study, the following resource is suggested:

Fountas, I.C., & Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*.  
Portsmouth, NH: Heinemann.

## Notes

## Notes

## Regents College Examination Development Committee in Reading Instruction in the Elementary School

Maria Ceprano, PhD (State University of New York at Buffalo, Reading/Research and Evaluation, 1980)  
Chair, Department of Reading, State University of New York College at Buffalo

Virginia Goatley, PhD (Michigan State University, Educational Psychology/Literacy, 1995)  
Assistant Professor, The University at Albany

Peter McDermott, PhD (State University of New York at Albany, Reading, 1981)  
Associate Professor, The Sage Colleges

Carole S. Rhodes, PhD (New York University, Teaching and Learning, 1990)  
Associate Professor, Pace University

Dorothy Troike, PhD (Syracuse University, Reading Education, 1977)  
Professor, State University of New York College at Cortland

### Key To Sample Questions

Question	Key	Content Area <sup>1</sup>	Question	Key	Content Area <sup>1</sup>
1	4	IC	16	4	VA2
2	1	IE	17	2	VA3
3	1	IH	18	1	VA4
4	1	IIA	19	2	VB8
5	2	IIB	20	3	VC3a
6	2	IIC	21	4	VD5
7	2	IIF	22	4	VIA4
8	4	IIIA	23	3	VIB1
9	1	IIIA1	24	3	VIB4
10	3	IIIC	25	1	VID1
11	4	IVA1	26	4	VID1
12	3	IVA4	27	2	VIIIB3
13	4	IVA5	28	2	VIIIB3
14	4	IVA5	29	2	VIIIB6
15	3	IVB2	30	3	VIIC

<sup>1</sup>Content Area refers to the location of the question topic in the content outline.

# Regents College Written Examinations

The following is a list of examinations scheduled to be offered during 2000–2001:

## **Arts and Sciences Examinations**

Foundations of Gerontology  
Pathophysiology  
Psychology of Adulthood & Aging

## **Arts and Sciences Guided Learning Packages**

Abnormal Psychology  
American Dream  
Anatomy & Physiology  
English Composition  
Ethics: Theory & Practice  
History of Nazi Germany  
Life Span Developmental Psychology  
Microbiology  
Religions of the World  
Research Methods in Psychology  
Statistics  
World Population

## **Business Examinations**

Business Policy & Strategy  
Human Resource Management  
Labor Relations  
Organizational Behavior  
Production/Operations Management

## **Education Examination**

Reading Instruction in the Elementary School

## **Nursing Examinations**

**Associate Degree:**  
Differences in Nursing Care: Area A (*modified*)  
Differences in Nursing Care: Area B  
Differences in Nursing Care: Area C  
Fundamentals of Nursing  
Maternal & Child Nursing (*associate*)  
Maternity Nursing  
Nursing Concepts 1  
Nursing Concepts 2  
Nursing Concepts 3  
Occupational Strategies in Nursing

## **Nursing Examinations**

**Baccalaureate Degree:**  
Adult Nursing  
Health Restoration: Area I  
Health Restoration: Area II  
Health Support A: Health Promotion & Health Protection  
Health Support B:  
Community Health Nursing  
Maternal & Child Nursing (*baccalaureate*)  
Professional Strategies in Nursing  
Psychiatric/Mental Health Nursing

## **Nursing Guided**

**Learning Package**  
**Baccalaureate Degree:**  
Research in Nursing

To receive information concerning testing dates, locations, and fees, contact Regents College:

Test Administration  
Regents College  
7 Columbia Circle  
Albany, New York 12203-5159  
Phone: (518) 464-8500  
Toll Free: 1-888-RCEXAMS  
Internet: testadmn@regents.edu  
TDD: (518) 464-8501

**When You're Ready, We're Here For You.**

**REGENTS  
COLLEGE  
EXAMINATIONS**

## **THE REGENTS COLLEGE EXAMINATIONS OFFICIAL STUDY GUIDE — 2001 EDITION IS HERE!**

Want more study information than this content guide provides? Consider the advantages of this one-volume source for all undergraduate-level Regents College Examinations:

- Learn why the correct answer to that sample question is the right one, and what's wrong with the others, in the Rationales section;
- View guides for related topics in logical groupings, and select your next exam based on comprehensive information;
- Tie your studies together into a plan for earning your Regents College degree;
- Use the free CD-ROM to access documents, the Sylvan tutorials and sample tests, Web links, and a slide show about Regents College.

The *Regents College Examinations Official Study Guide*, available in bookstores, is revised each year to reflect the current battery of Regents College Examinations.

*Now, registering to take any of these exams is easier than ever!*

**Just call toll-free 888-RCEXAMS (888-723-9267) or register online at [www.regents.edu](http://www.regents.edu)**

*And when you're ready to test, you can schedule your appointment with the  
Sylvan Technology Center® of your choice through our Web site*

**RE/GH  
555  
assess.0045  
10/99  
rev. 8/00**